



EQUIP2-MIDEH Project Quarterly Report #2

January 2005 – March 2005



Submitted By:
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With:

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Asociación Nacional de Exbecarios para el Desarrollo de Honduras
Fundación para la Educación Ricardo Ernesto Maduro Andreu
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Second Project Quarterly Performance Report: January – March 2005

Contents

<u>EXECUTIVE SUMMARY</u>	<u>3</u>
<u>1 TECHNICAL ACTIVITIES DURING THE REPORTING PERIOD</u>	<u>3</u>
<u>2 PROGRAMMED GOALS/OBJECTIVES AND ACTUAL ACHIEVEMENTS</u>	<u>ERROR! BOOKMARK NOT DEFINED.4</u>
<u>3 SUMMARY DATA REGARDING NUMBER OF BENEFICIARIES ASSISTED</u>	
<u>(JANUARY – MARCH 2005</u>	<u>10 10</u>
<u>4 LOOKING FORWARD - LESSONS LEARNED AND RECOMMENDATIONS</u>	
<u>1111</u>	

Executive summary of project goals

The “Improving Student Achievement in Honduras” (MIDEH) Project was designed to work closely with the Secretaría de Educación (SE) to identify potential systemic changes which could lead to improved student achievement throughout the country - specifically in standards, assessment, teacher training and civil society involvement. Officially commencing in October 2004 and closing in January 2007, MIDEH’s efforts are focused on supporting the SE in their education initiatives, developing world-class education standards, with an aligned assessment system and strengthening educators’ knowledge of standards, testing, and curriculum and how to use them in their teaching. To accomplish these objectives, the MIDEH Project is designed around the following four components: 1) Standards, Evaluation Criteria and Testing; 2) Decentralized Technical Assistance and Training; 3) Research on Alternative Education Systems for Grades 7-12; and, 4) Civil Society Participation in Education.

1 Technical activities during the reporting period

The activities carried out under component 1 (Standards, Evaluation Criteria, and Testing) during the project’s second quarter (January – March 2005) have focused on initiating:

- (1) standards review for Math and Spanish Language grades 1-6; and,
- (2) test specifications and item development for the purposes of assembling forms of the monthly process or formative tests for March/April and May.

To ensure sustainability of these activities, the MIDEH team has taken great pains to involve a broad range of experts and technicians in the process of standards and test development, discussing at length with Ministry staff, union groups, alternative education groups, experts from the university, and business groups, among others, to ensure their involvement in the process in various ways. We aim to contribute to consensus-building and broad social approval of the work through this inclusive strategy.

Component Two (Decentralized Technical Assistance and Training) activities are progressing at a rapid pace. ANEDH and the MIDEH team have been working to support the SE in their requests for assistance within and beyond the MIDEH project. Much of the beginning of the quarter was spent finalizing the recruiting process and training of the 18 Department Coordinators and more than 60 facilitators who work with the MIDEH project. Numerous workshops were planned and successfully executed and organizations with whom the MIDEH project could benefit from a strategic alliance were identified and contacted. Additionally, initial planning has begun for the teacher exchange visit to introduce Honduran educators to some of the innovative techniques being employed elsewhere in Latin America. Also a part of Component Two, the John P. Kennedy Foundation visited Honduras in the beginning of March to make an assessment of the state of education for children with disabilities. Key organizations and individuals were identified and consulted, and preparations were begun for the next stage of this piece of the MIDEH project which will include the adaptation of training modules to the Honduran system and situation as well as a training of educators and ANEDH facilitators.

The first study under Component 3 (Research on Alternative Education Systems for Grades 7-12) was fully planned and a work-schedule set up. During the first quarter of 2005, all field instruments were created and approved and, at the very end of March, the first field-data collection period commenced, the results of which will be analyzed and included in next quarter’s report.

Component Four (Civil Society Participation in Education) established a consultative committee of key members from stakeholders in Honduran education, and created a work plan and budget for the next quarters.

2 Planned Goals/Objectives and Actual Achievements

The following tables provide a summary of activities planned, and those carried out, in the first quarter of 2005. Each of the four components made significant advances during the second quarter of the MIDEH project; any objectives which were not achieved are mentioned in the "Issues Encountered" column, and each issue is addressed and a course of action for each is mentioned under "Solutions Proposed".

Work plan 2005 Programmed Activities	Actual Achievements	Issues Encountered /Reasons Why Any Goals Not Met	Solutions Proposed
Component 1: Standards, Evaluation and Testing			
Activity 1: Content standards in Spanish and Math			
1. Determine methodology for common language framework to be used for analysis, comparison, and alignment tasks	Comparison of the coded Honduran standards with model standards for Math and Spanish Language. Coding of Honduran standards for Math and Spanish Language grades 1-6 using "Common Language Framework" of SCANTRON software completed for Math grades 1-6 and Language grades 1-3.	n/a	
2. Conduct horizontal and vertical standards alignment audit		Determined that local technical Math and Spanish Language committees should carry out horizontal and vertical alignment guided by consultants in April	Will be accomplished in April
3. Determine priorities among standards		An additional activity to be carried out by local technical teams in April	Will be accomplished in April
Activity 2: Determination of test types, test specifications, test items (for Spanish Language Arts and Mathematics grades 1-6), and software needs for item banking, retrieving, data analysis, and reporting.			
1. Consult with Project Committee on assessments needs for 2005	Discussions held but responsibility lies between SE and UPN to determine assessment details – initial draft plan for 2005-2015 obtained	Getting SE involved in discussions of testing plans made difficult by fact that SE has greater issues to deal with at this time	Table this issue with SE and UMCE staff, on the next Project Committee meeting
2. Test item development for monthly process tests in Math and Spanish Language	Workshops held with 40 practicing Math and Spanish Language teachers from all 18 departments across Honduras to develop test items for use in monthly process tests Approximately 270 test items developed in Math and Spanish language, reviewed by technical committees under MIDEH Forms assembly begun for March/April process tests in both disciplines grades 1-6	Need better training materials for item development Need more time with teachers for item development Need more support materials (textbooks, standards, curriculum plans)	Test item review procedures will enable a much more appropriate design in training materials Availability of standards will be enormous help Availability of support materials will also be crucial

Work plan 2005 Programmed Activities	Actual Achievements	Issues Encountered /Reasons Why Any	Solutions Proposed
Activity 3: Low cost and reliable administration, scoring, and reporting strategies (No activities Programmed for 1st Qtr)			
Activity 4: Software for developing, banking and retrieving test items, processing test data, and reporting results.			
1. Purchase high quality item banking software to meet needs of SE/UMCE for storing test items and other test development related functions	Discussions held and consensus reached regarding standards software which was then subsequently purchased. Discussions regarding item banking software (also embracing other functions listed) are ongoing	n/a	
2. Train SE staff on new tools; prepare documentation on use of software	Translation of standards software in process; other documentation will be developed when software purchased	n/a	
Activity 5: Implementation of a program of training activities.			
1. Identify training workshop participants with SE, UMCE, and other project-related organizations.	Approximately 12 SE workshop participants identified from Evaluation and Curriculum departments and integrated into hands-on training; no UMCE	No UMCE able to participate in training program currently held; UMCE is under-staffed and heavily engaged in 2004 data analyses	
2. Conduct workshop #1: Academic content standards and standards alignment procedures	Designed for April 2005		Will hold in April
3. Conduct workshop #2: Tests, their functions and features, test specifications design, and test design.	Many aspects of this workshop have been integrated into hands-on training relative to design of test items for process tests, test specifications development and forms assembly		
4. Hold discussions with UPNFM to obtain agreement for graduate certification status for workshops.	Discussions held with UPN and a "convenio" or letter of agreement is currently being drawn up	n/a	
Component 2: Decentralized Technical Assistance and Training			
Activity 1: Decentralized Training			
<i>1.1 Support SE and Regional Assistance Teams</i>			
1. Establish strategic alliances / Contract consultants to create useful products to be used in training	Strengthen ties across ANEDH projects		
	In ANEDH general assembly, MIDEH developed ties with other education projects		
	Staffing of consultant team to create useful products		
	Created training program for workshop for coordinators, district supervisors and teachers from		

Work plan 2005 Programmed Activities	Actual Achievements	Issues Encountered /Reasons Why Any	Solutions Proposed
	Meetings with Honduras Outreach, COHEP, UNICEF, SAT, APREND0 Coordinate activities and find points of common interest in order to improve indicators		
	Attend presentation of MIDEH project at COHEP. Strengthen Tutorships program; coordinate ties with Chambers of Commerce in departments	Program has not been disseminated by COHEP in all Chambers of Commerce	MIDEH coordinators to publicize Tutorship Program to benefit selected schools
	Coordination meeting, support follow-on and monitoring of APREMAT	Lack of external funding for monitoring of APREMAT	ANEDH will include in its monitoring plans questions regarding APREMAT
	Coordination with CETT, CERCA, APREND0- CRS-CARE, CENET, CEEDUCA Exchange of materials and methodology for teacher training;	3 people identified to be trained in School Report project, but Honduras will participate at a later date.	Publicize at all levels CERCA project; involvement of civil society in school issues
	Partipate in inauguration of Educational Network. Organization of activity with MIDEH personnel in Intibuca		
2. Support for collecting educational information in each of department centers	Begin development of basic program to measure EFA 2005 goals. Program designed to provide important statistical information for decision making	Need accurate demographic data at municipal level; not yet available in country	Make changes re. information available in departments and municipalities
	Meeting with UPG staff Coordination in collecting and analyzing information at national and departmental levels		
3. Coordinate activities with other institutions to focus on goals of EFA	Coordinate activities with other institutions to focus on goals of EFA. Meet w/ new INICE Director.	New staff needs time to obtain information on INICE activities	
	Meeting w/ APREMAT staff Define participation of APREMAT departmental links in supervisor workshop	Some departments did not send representatives	ANEDH coordinators provided APREMAT information
	Coordination with FEREMA on CERCA project Disseminate information on CERCA project goals to increase community participation in improving educational		
Activity 1.2: Teacher Training for Educating Students with Learning Disabilities			
1. Coordinate JP Kennedy Foundation Work	Adapt 4 modules for Honduras in special education to be used by teachers INICE identify 3 people (from Curriculum, Special Education, and	Lack of funds to carry out training in special education at national level	Organize training of initial group at central level

Work plan 2005 Programmed Activities	Actual Achievements	Issues Encountered /Reasons Why Any	Solutions Proposed
	Plan Kennedy Foundation visit Coordinate with Kennedy consultants, develop agenda. Contact institutions that have and train professionals in area of	On dates for consultant visits other activities are programmed, resulting in incomplete attendance of the central team	Distribute staff from central level across different activities planned for set dates
Activity 1.3: Teacher Exchange Program			
1. Plan primary school teacher and supervisor exchanges	Initial conversations with ILCE Mexico and SE Honduras on teacher exchange program for Spanish. Moving toward coordinating training as part of an integral program with SE		
Activity 2: Decentralized Technical Assistance			
1. Support SE in training	Coordination with SE to carry out Integrated National Training Plan Achieve integrated training program with SE and other projects for February workshop	Lack of funds in SE to carry out 1 st training workshop to 120 participants	ANEDH finance 50% of costs of workshop
	Participate in 1st SE workshop directed at 120 participantes from across the country (February 2-5). Integration of facilitators and ANEDH <i>exbecarios</i> in teams; training plans for each department.	Little time to carry out next training sessions (to Department teams, directors, teachers) Lack of funds at SE.	Support organization and delivery of national level workshops. Finance 10,400 modules
	Attend evaluation meeting of 1 st SE training workshop. Obtain broad picture of complete process and strategies for workshop	Logistical problems during Siguatepeque workshop	Collaboration on workshop providing audiovisual equipment
2. Train education district supervisors (department and district directors and technical assistants)	Evaluation meeting of team responsible for monitoring 18 departments Qualitative impressions, difficulties, achievements and other		
	Evaluation meeting of supervisor workshop with MIDEH coordinators Attendance of all MIDEH coordinators	Due to fact that some coordinators had to return same day, had to reduce time spent	Be more concise in treatment of each department
	Monthly evaluation meetings in each department Agreement on structures for training in focused schools and updating statistics	SE has not completed its training, which delays meetings with supervisors. Some departments carried out training in February,	Reprogram meetings on dates that are different to SE training dates
	Provide workshop with department coordinators, star facilitators and administrative assistants 39 participants received first-hand information on educational reform in		
	Workshop for teams of facilitators Disseminated training program for 60 facilitators at national level	Non-availability of some <i>exbecarios</i> for different reasons	Look for other accomplished facilitators in each department

Work plan 2005 Programmed Activities	Actual Achievements	Issues Encountered /Reasons Why Any	Solutions Proposed
	Workshop for district supervisors 705 participants trained Awareness of and agreement to attend to EFA goals. Strategies for	The majority of departmental centers did not stay at the workshop No representatives from some municipalities	National level workshop will be organized for district supervisors who did not attend this workshop
	Additional training for directors and teachers at schools with problematic indicators Workshops in Olancho, Valle, Choluteca and others municipalities	SE activities forced changes in dates	Provide finance for support of other activities aimed at improving indicators
	Workshops for final year students in Teacher Training colleges Plan workshops with Teacher Training colleges; inform department directors and TES	Very large number of final year students, restricting budget for each activity	Remove expenses for food from some of the workshops
	Meetings with teachers of K/Pre-K and 1st grade. Meetings in Copan, La Paz, Olancho and Ocotepeque.	Delays in receiving lists of 1st grade teachers; SE training workshops required change of dates	Carry out workshops in April, due to importance of this period for preparing 1 st grade teachers
	Workshop for district supervisors in department of Gracias a Dios. district supervisors trained from 6 municipalities; consolidation of working group and agreement on goals; program to centers with	Everything carried out as planned. Only Gracias a Dios needed to be covered.	

3. Revise and Update Support Materials

1. Annually revise and update support materials Annually revise and update support materials.	Contribute to revision of teacher training module for SE	Final version of training module for SE national and departmental teams		
	Coordination with SE regarding contracting graphics designer for support materials	Graphics designer contracted to deal with programs and report books for Math and Spanish	SE not determined final version of support materials; SE administration process imposes constraints leading to delay in getting materials out	Provide input for improving quality of materials, channel observations and suggestions obtained at national level to appropriate recipients
	Attend planning meeting for test item development workshop			

4. Develop strategies to increase parent, community and other sector involvement

1. Increase relationships with community, parents and others	Departmental level launches of MIDEH: Dissemination of information on MIDEH in departments of Copán, S.B., Intibuca, Ocotepeque, Valle, Comayagua and at national level	Still to carry out launches in F.M., Lempira, Olancho, El Paraíso, La Paz, Cortés, Atlántida, Islas de la Bahía, Gracias a Dios, Choluteca, Colón and Yoro.	
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Work plan 2005 Programmed Activities	Actual Achievements		Issues Encountered /Reasons Why Any Goals Not Met	Solutions Proposed
	Develop pamphlets, use of media, etc, in 18 departments	Disseminate results and information on activities carried out in 18 departments		
5. Additional Technical Assistance to Help Achieve EFA Goals				
1. Financing for meetings on monitoring and evaluation at departmental level, payment of stipend to supervisors	Monthly evaluation meetings in each department: Meetings with departments: Atlántida, Comayagua, Copán, Cortés, El Paraíso, F.M., Islas de la Bahía, La Paz, Lempira, Ocotepeque, Valle, Santa Bárbara, Intibucá and Olancho		Insufficient time in some cases to deal appropriately with all issues. Only Choluteca will have 1 st meeting on April 1	Begin meetings on time and have agenda with specific topics
	Payment of stipends to 491 supervisors at national level	Support and monitoring of selected schools	Not all supervisors provided list of selected schools and some duplication of schools noted	Development of database for cleaning information

Component 3: Research on Alternative Education Systems for Grades 7-12

Activity 1: Defining sample and creating instruments

Construct sample	Drew up sample of centers	n/a	
Create qualitative and quantitative data collection instruments	Instruments designed and approved and created logistical plan for field work	n/a	
Field test instruments	Instruments field tested	n/a	
Formulate research questions	Research questions determined	n/a	
Define methodology for investigation of qualitative aspects of analysis	Methodology defined for analysis of qualitative component	n/a	

Activity 2: Initial data collection with *promotores*

Data collection	First field-data collection commenced	n/a	
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Component 4: Civil Society Participation in Education

	Established a consultative committee of stakeholders	n/a	
	Created work plan and budget	n/a	

3 Summary data regarding number of beneficiaries assisted (January – March 2005)

1. Overview of Results of Component 1 Activities between January and April 2005

Activity	Results Total
Teachers trained and used to develop process test items in workshops held in Siguatepeque in March 2005	40 (at least 2 from each of the 18 departments)
Test items developed for process tests in Mathematics and then reviewed by Math technical committee	150 (across grades 1-6)
Test items developed for process tests in Spanish language and then reviewed by Language technical committee	120 (across grades 1-6)

2. Overview of Activities in Component 2 between January and April 2005

ACTIVITIES	WOMEN	MEN	ATTENDANCE TOTAL	DATES	TYPE OF A
Taller a Gestores	263	457	720	Jan-05	Directores Deptales, I Municipales y Asister
Apoyo en Bajada de Capacitación a S.E.	24000	16000	40,000	Feb - March 05	Docentes de Educaci
Bajada a Centros Focalizados *	6820	4180	11,000	March - April 05	Directores y Docentes Seleccionados (Focal
Capacitación Escuelas Normales *	821	319	1140	March - April 05	Alumnos de último año forman docentes
Encuentro de pre-básica y primer grado *					Pendiente dato ya que recopilando dato a niv

4 Lessons learned and recommendations

This section summarizes key lessons learned from the Project's implementation during this quarter. Each lesson is followed by specific recommendations signaled by bulleted paragraphs.

- 1 One of the issues MIDEH has been working through is finding a way to collaborate with the SE that enables MIDEH to carry out its activities efficiently and in a timely fashion. Products the SE is responsible for putting into the field (textbooks, *programaciones*, *cuadros control de avance*) and teacher training related to the introduction of the new curriculum have, at times, not been carried out when requested/planned. This has had an adverse effect on the activities for both components 1 and 2 of the project. Other challenges such as conceptual differences regarding curriculum and testing issues and lack of funding resources at the Ministry have also been barriers to efficient work.
 - SOLUTION: MIDEH could take a more hands-on role with the Ministry in supporting the work they are having difficulty carrying out
 - SOLUTION: The project should maintain regular (perhaps weekly or biweekly) meetings with the SE authorities to ensure that MIDEH plans are coordinated with SE schedules and so MIDEH can provide the appropriate support for the SE in advance
 - SOLUTION: Some financial support needs to be provided to SE so that they can carry out planned activities
- 2 Finding an appropriate cost-efficient operational plan for printing and distribution of process test materials that does not have an adverse effect on test quality and rigor has not been easy to achieve. Strategies need to be determined that will lead to sustainability and not merely cope with an immediate solution to a need, although the issue of dealing with immediate needs also has to be confronted.
 - SOLUTION: Discussions with relevant stakeholders need to be intensified to determine a solution to this issue